



**Neil V. Christensen School**  
**Flagstaff Unified District**  
**4000 N. Cummings Street, Flagstaff, AZ 86004**

ARIZONA  
School Report Card  
2001-02

**Principal: Mr. Savino Ontiveros**

**Schedule: 8:00 AM to 4:00 PM**

**Web Address: [www.flagstaff.k12.az.us/christensen/](http://www.flagstaff.k12.az.us/christensen/)**

**E-mail: [sontiver@flagstaff.apscc.k12.az.us](mailto:sontiver@flagstaff.apscc.k12.az.us)**

**Grades: Pre-K-6**

**2001 Enrollment: 550**

**Phone: (520) 773-4140**

**Fax: (520) 773-4138**

## ▼ School Overview ▼

### Mission

The mission of Christensen School is to prepare all students for the future in a safe, healthy, supportive and challenging environment. We provide cooperative learning experiences for life. In partnership with our parents and community, we encourage students to grow and to fully develop their unique abilities.

### Organization and Philosophy

- w Standards-based Instruction
- w University Partnership
- w Team Teaching

### School/Academic Goals

- w Improve safety at Christensen by reducing injuries on the playground, maintaining student management during the school day, recognizing students' positive choices and improving the security of Christensen School.
- w Enhance the technological literacy of all Christensen stakeholders; support the skills of adaptability, critical thinking, problem solving and collaboration in all academic and artistic areas.
- w Increase the amount and quality of parent communication and parent participation at Christensen School.
- w Improve schoolwide academic achievement for ALL Christensen students.

### Instructional Programs

- w Title I
- w Collaborative Literacy Intervention
- w At-risk Extended Kindergarten
- w Home Start Tutoring
- w On-site Special Education
- w Gifted
- w Reverse Integrated Preschool
- w Accelerated Reader Program

### Enrollment

October 1, 2000 School Year Student Enrollment:	530
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	121

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 3 Non-certified Employee(s)  
 3 Teacher(s)  
 3 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

### Council Duties

w Budget  
 w Policy Development  
 w Facility Planning  
 w School Safety Issues  
 w Parent/Educator Relations  
 w Curriculum Development

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	8.00	Teacher Aide	1.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	1	4	0	0
7 to 9 years	1	11	0	0
10 or more years	0	26	0	0

## ▽ Shared Responsibilities ▽

### School

Believing that quality education is a partnership, Christensen School involves every family in their students' educational experiences by promoting regular communication between school and home to improve student achievement/social growth; actively encouraging family members to be involved in school activities and organizations; developing a Family Center containing a work area and educational resources.

### Parents

Christensen families are active in their children's education by providing a home environment that supports academic and social growth; communicating with the school concerning their students; offering assistance to Christensen School.

## ▽ Transportation Policy ▽

We provide regular school bus transportation to and from school for students with disabilities who require transportation as indicated on their Individual Education Programs; students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided; students who live more than one mile from school.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	179	<b>First Day of School:</b>	8/27/01
<b>Average Daily Instruction Time:</b>	5 hrs. 45 min.	<b>Last Day of School:</b>	6/7/02

**Operates on Traditional Schedule**

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### Report Card Release Dates

11/2/01	1/25/02	4/5/02	6/7/02
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### Additional Calendar/Report Card Information

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## ▽ Resources Available at School Site ▽

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### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

W Parent Center	W Computer Lab
W Environmental Study Area	W Publishing Center

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### Extracurricular Activities

W Student Council	W Choir/Band/Orchestra
W Student Choir	W Volleyball/Basketball/Track
W Computer Club	W Homework Club
W FAST Afterschool Program	W Native American Club

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### School/Community Resources

W Health Services	W Counseling Services
W Breakfast/Lunch Programs	W FAST Afterschool Program
W Day Care	W Community Classes
W Recreational Activities	W DARE Program

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>w We have developed a schoolwide student management plan providing a disciplinary alternative to off-campus suspension: Our Alternative Learning Center. Our goal is to ensure all students a safe, secure environment which is conducive to learning.</p> <p>w State of Arizona Safety Award Recipient.</p> | <p>w Christensen School has a truancy program that will decrease the amount of absences our students have each year. The focus of the program is to increase the amount of time a student spends in the classroom.</p> <p>w Five Star Outstanding Practices Award.</p> |
|---|--|

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	98.3 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	17.8 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	7.0 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	5.9 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	98.7 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	1.3 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	NA			11.1 %
<b>Status Unknown</b> <sup>8</sup>	NA			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
ATE Distinguished Teacher Training	1995
State of Arizona Safety Award	1998
Science Teacher of the Year	1999
Six Fulbright Scholarship Recipients	2001

## ▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	68	525	7%	23%	38%	30%
	State	60969	521	11%	18%	44%	27%
Writing	School	67	532	10%	17%	59%	11%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	69	511	11%	33%	31%	23%
	State	61089	510	14%	29%	34%	23%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

### Grade 5

Reading	School	72	502	11%	31%	47%	9%
	State	63518	503	22%	24%	41%	14%
Writing	School	72	508	5%	40%	51%	2%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	72	495	4%	51%	13%	30%
	State	63873	487	17%	43%	12%	29%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	72	57	60
2	Reading	--	--	--	--	--	--	100	44	50	100	42	52	70	47	53
	Language	--	--	--	--	--	--	100	35	40	100	37	43	76	42	44
	Mathematics	--	--	--	--	--	--	100	52	51	100	57	55	76	66	57
3	Reading	79	52	44	85	51	47	100	49	47	100	54	48	73	59	50
	Language	83	50	45	89	48	49	100	42	51	100	53	54	76	59	56
	Mathematics	80	47	41	89	47	46	100	47	49	96	57	52	74	63	54
4	Reading	74	55	52	85	52	53	100	51	54	98	58	54	63	59	55
	Language	79	45	45	89	46	47	100	43	49	97	53	48	75	51	50
	Mathematics	74	47	48	85	45	51	100	45	54	100	64	55	69	70	57
5	Reading	80	55	50	81	47	51	100	54	51	86	49	51	81	53	51
	Language	84	37	40	92	31	42	100	37	44	92	40	45	84	49	45
	Mathematics	82	39	47	89	37	51	100	46	54	87	45	55	81	60	57
6	Reading	75	49	52	84	53	53	100	52	54	78	54	53	88	51	54
	Language	79	37	40	86	38	41	100	38	44	85	41	44	89	47	45
	Mathematics	78	42	54	86	50	57	100	60	59	83	57	60	89	70	63

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>86</b>	<b>61</b>
<b>Grades 3-4</b>	<b>83</b>	<b>91</b>
<b>Grades 4-5</b>	<b>57</b>	<b>51</b>
<b>Grades 5-6</b>	<b>70</b>	<b>96</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

At Christensen Elementary School, we are utilizing the Concerns, Compliments and Solutions Program. This program is geared to reduce and assist students in resolving conflict on their own. Students are taught intervention skills that will benefit them for the rest of their lives.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,789	\$1,404,807
Classroom Supplies	\$23	\$11,681
Administration	\$295	\$148,414
Support Services-Students	\$470	\$236,762
Other Support Services and Operations	\$1,329	\$669,588
<b>Total Expenditures- All Categories 1999-2000</b>	<b>\$4,906</b>	<b>\$2,471,252</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$548,204.22 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

NDS

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Kathy Smith	(520) 773-4140	
<b>Transportation Policy</b>	Fred Fennel	(520) 773-4170	
<b>Community Resources</b>	Savino Ontiveros	(520) 773-4140	
<b>School Nutrition Programs</b>	Troy Fullner	(520) 773-4140	
<b>Parent Organization</b>	Mrs. Wooley/G. O'Brien	(520) 773-4140	
<b>Student Health/Nurse</b>	Debbie Rice	(520) 773-4140	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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